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ABSTRACT

The paper describes a North Carolina program which teaches new behavior as a curriculum area to students with emotional handicaps. New behaviors require instructional approaches similar to academic areas including instructional levels of awareness, understanding, and application. The first step in behavior instruction is targeting behavioral clusters for instruction which requires clustering the student's behaviors by purpose, determining the student's present level of functioning, and selecting a cluster for instruction. The second step is instructing in the new behaviors which involves assisting the student to identify his/her own inappropriate behavior, to identify causes of or triggers for the inappropriate behavior, and to identify, select, and practice alternatives to the inappropriate behavior. An example of sample activities by level of instruction for controlling anger is provided. The third step is the measurement of behavioral transfer across the school environment utilizing the Ifd scale which applies mathematical values to intensity, frequency, and duration of behavior clusters. Also included is a summary of a 3-month study of program effectiveness with such findings as: students who received both management and instruction showed greater behavioral growth than students who received management instruction alone; 140 of 360 experimental students reached transfer compared to 23 of 360 students for the control group. (DB)

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TEACHING NEW BEHAVIORS

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NORTH CAROLINA IMPLEMENTS INSTRUCTION IN NEW BEHAVIOR FOR EMOTIONALLY HANDICAPPED STUDENTS

N.C. State Department of Public Instruction
and
Federal Evaluation Studies Program

Complaints often heard from those who serve the Emotionally Handicapped (EH) student include:

"He's okay most of the time in my room, but the minute he steps into the hall he's in trouble again."

"She would be just fine in the regular class if the other teachers would use the management strategies I recommend."

Each of these complaints suggest that the student is unable to transfer appropriate behavior from one environment to another and that the student is dependent upon the external management of behavior. Many EH students simply do not learn behaviors through management strategies.

Further, the North Carolina special education regulations, effective January 1, 1985, provide a pre-referral process which separates students who do learn new behavior through consistently applied management strategies from the students who need instruction in behavior in order for such learning to occur. Therefore, larger numbers of EH students in the state require carefully designed instruction in order to regulate their own behavior in and out of the classroom. One instructional system which is designed to make the student responsible for his/her own behavior is instruction in new behavior.

BEHAVIORAL INSTRUCTION CONCEPT

Instruction in new behavior is not a classroom model. It is a curricular area just as reading and math are curricular areas. A classroom model generally provides a structure in which the teacher may address academic needs and manage behavior. It is not necessary for teachers who prefer to use a specific model to change it in order to include instruction in new behavior. Models which lend themselves to managing behavior and to instruction in math and reading will lend themselves to instruction in new behavior.

Addressing behavior as a curricular issue is similar to addressing reading as a curricular issue. When reading is addressed for the purpose of instruction, it is addressed at the levels of word recognition, comprehension and oral reading. New behavior instruction is taught at levels which parallel reading instruction. The levels are awareness, understanding and application. There are three steps to the process of providing behavioral instruction.

STEP 1

The first step in teaching new behaviors is to target behavioral clusters for instruction. The targeting activity has three parts. They are 1) clustering or grouping the individual student's behavior by purpose, (2) determining the present level of function for the clusters or groups of behaviors and (3) selecting a cluster to target through instruction.

Clustering or Grouping Behaviors

It is the examination of situations which precipitate the behavior and/or the student's objective for the behavior which guides the function of clustering behaviors. For the individual student, the teacher examines the patterns surrounding specific behaviors to group the behaviors into clusters associated with a specific purpose or intent.

For example, hitting, spitting, and kicking behaviors may be performed by the student for one of several purposes including seeking attention, expressing frustration, establishing control of the environment, etc. Likewise, daydreaming, taking the scenic route to the pencil sharpener and doodling may be performed for the purpose of avoiding failure, avoiding success, seeking attention, expressing frustration, etc.

Determining the Present Level of Function

The Ifd Scale, which applies mathematical values to intensity, frequency and duration, is applied to the behavior clusters to determine present levels of function.

*Ifd Scale

Intensity Description	Intensity Value I=
Behavior causes injury to self or others	30
Behavior causes destruction or harm to property	21
Behavior disrupts others' learning	12
Behavior disrupts student's own learning	10

Frequency Description	Frequency Value
	f=
Less than once per week	1
Once per week	2
More than once per week	3
Once per day	4
More than once per day	5

Duration Description	Duration Value
	d=
Less than one minute	1
One to two minutes	2
Two to three minutes	3
Three to four minutes	4
More than four minutes	5

*This scale is NOT designed for use in the assessment of emotional handicaps.

In determining the Ifd score, the teacher simply adds the values for the one best descriptor of intensity, frequency and duration respectively.

Example: A. James' expression of frustration (humming and grunting) is an "I^{12}" behavior because it interferes with others' learning. It occurs very infrequently at the f^1 level, but it lasts for long periods of time d^5. The behavior has an Ifd score of 18 (=12 + 1 + 5).

Note: Recent research has indicated that clusters which produce Ifd scores of 14 or below can be addressed effectively through sound classroom management strategies. Behavioral instruction is not necessary to produce a generalization of appropriate behavior.

Selecting the Cluster for Behavioral Instruction

The cluster of behaviors which produces the highest Ifd score is selected as the target for behavioral instruction.

STEP 2

The second step to teaching new behaviors is the instructional component. Teacher behavior and instructional activities are designed by the teacher to meet the specific objectives for three specific levels of instruction. The instructional levels are awareness, understanding and application.

The Awareness level is designed to assist the student in identifying his/her own inappropriate behavior.

The Understanding level is designed to assist the student in identifying the causes of or triggers for his/her inappropriate behavior.

The Application level is designed to assist the student in identifying, selecting and practicing alternatives to the inappropriate behavior.

The North Carolina State Department of Public Instruction has developed for teachers' use a Teaching New Behaviors Guide to Curriculum Development. While the document is clearly NOT a "curriculum guide," it offers sample lessons and activities for instruction at each of the three levels for twenty behavioral clusters. These include, among others, Respecting Authority, Controlling Anger, Attention-Seeking, and Making Leader Choices. It does not dictate content, teacher behaviors or instructional activities for the EH teacher. It simply provides suggestions which may be helpful to the teacher as he or she develops a curriculum which will address specific behaviors. The student's presenting problems should dictate the curriculum for each student.

While the students presenting problems will dictate WHAT is taught and the sample lessons provide the instructional order, the HOW of instruction at each level is based entirely upon the strategies with which the teacher is comfortable and effective. The teacher behaviors and instructional activities in each sample lesson represent the behaviors and activities some teachers have used in instruction. The strategies and activities used in the sample lessons will not appeal to all teachers.

As the teacher moves through his/her sequenced activities, a special effort is made to react to student responses in a non-judgmental manner. Judgmental reactions reduce the probability that the student will "own" his/her inappropriate behaviors.

An example of a sample activities series for each level of instruction is provided below.

SERIES: CONTROLLING ANGER

Level: Awareness
Objective: The student will identify his/her own inappropriate expressions of anger.

Teacher Behavior	Instructional Activities/Suggestions
1) Guide the student to identify what behaviors signify the teacher's anger.	1) The teacher may wish to have the student demonstrate how the teacher behaves when angry. The student may exaggerate the behaviors, so it is wise to remind the student that he/she may not touch anyone during the demonstration.
2) Guide the student to identify what behaviors signify the principal's anger.	2) The teacher may assist the student in describing or demonstrating the principal's angry behaviors.
3) Provide an opportunity for the student to identify angry behaviors of television characters and/or others. Do not include classmates or parents.	3) The teacher may wish to give a homework assignment to watch one of several suggested television shows (give a range which includes non-violent shows), and to describe angry behaviors demonstrated by characters.
4) Explain that inappropriate expressions of anger are "expressions which cause the destruction of property or injury (physical or psychological) to self or others."	
5) Provide an opportunity for the student to apply the definition of inappropriate expressions of anger.	5) The teacher may wish to guide the student by using examples from step 3, stories or specifically designed role play.
6) Using the definition from #4, guide the student to identify his/her own inappropriate expressions of anger.	6) The student may describe, illustrate, or demonstrate his/her own angry behaviors.

Level: Understanding
Objective: The student will identify the causes/triggers of his/her inappropriate expressions of anger.

Teacher Behavior	Instructional Activities/Suggestions
1) Explain that anger is a natural human emotion.	1) Review awareness to remind the student that anger is experienced by everyone and expressed in many ways.
2) Introduce the concept of "fight or flight" as in instinctive behavior of primitive humans.	2) "Fight or flight" was early man's response to life-threatening situations. Today that response is an over-reaction to most situations. The teacher may wish to let the student determine which of several examples are truly life-threatening situations.
3) Identify causes of anger. Give examples of personal causes and "pile-on effects."	3) The teacher may wish to give examples of situations which cause him/her to become angry. These should include causes not related to schoolwork or student behavior. Note: "Pile-on" is simply several things building up until one finally expresses anger.
4) Provide an opportunity for the student to identify the causes of others' anger.	4) Use examples from TV shows, stories from the teacher, the student's reading series, etc. Causes of anger may also be assumed from magazine pictures or comic strips.
5) Provide an opportunity for the student to describe pile-on situations and other specific which cause him/her to show anger.	5) The teacher may wish to develop a list of possible causes of anger which the student may use to select or add his/her own causes.

Level: Application
Objective: The student will identify, select and practice appropriate alternatives to inappropriate expressions of anger.

Teacher Behavior	Instructional Activities/Suggestions
1) Assist the student in developing a list of alternative behaviors to the inappropriate expressions of anger.	1) The teacher may wish to develop a partial list of alternatives to start this activity. A key to effective alternatives is to assure that the alternatives require the use of the same musculature used in inappropriate expressions of anger and can be used in any environment. Examples: inappropriate expression: — alternative - kicking — curl the toes tightly - using obscenity — press the tongue tightly to the roof of the mouth - hitting — put hands in pockets or press thumb into the palm of the hand (do not use clinched fist, as it may be seen as aggression).
2) Assist the student in selecting and demonstrating the possible alternatives.	
3) Guide the student in practicing appropriate expressions of anger previously selected.	3) Innoculation strategies may be used. The teacher may choose to identify a a 15-minute period in the day when he/she is going to do things to make a student angry, so alternatives can be practice. Always inform the student of the intent.

4) Record the frequency with which the student demonstrates appropriate expressions of anger in the classroom.

5) Guide the student in self-monitoring the frequency of appropriate expressions of anger in the classroom.

6) Give specific feedback regarding #5.

7) Guide the student in expanding the appropriate expression of anger to outside the classroom.

8) Review self-monitoring data to assure that the student uses appropriate alternatives in reaction to feelings of anger in and out of the classroom.

4) The innoculation "game" above may be used for a number of weeks to offer practice in using alternatives.

5) As the alternatives are used more and more outside the 15-minute "game" time, the student may keep his/her own records of causes and alternatives.

6) The teacher and student should review student records for #5 together to adjust alternatives and identify successes.

7) Arrange for other school staff members to trigger the student's anger response and tell the student to expect it. Identify in advance the alternative he/she will use. Self-monitoring should continue.

8) Assist the student in setting up a recordkeeping system to use in other school locations. Review the records with the student regularly.

Note: Self-monitoring of practice may be eliminated when the student uses alternatives as an automatic response to anger.

STEP 3

The third step to teaching new behaviors is the measurement of behavioral transfer. Transfer of behavior refers to the generalization of the alternative behavior across the school environment. It is measured through the use of the Ifd Scale. Transfer is achieved when the student maintains an Ifd score of 14 or below for thirty consecutive instructional (5 1/2 hours) school days.

The goal for each series of lessons is to produce a transfer of new behavior to environments other than the special classroom. As the student progresses through the application level and exhibits the alternative behaviors as a natural response to situations, the teacher has an indication that the behaviors are beginning to transfer into other environments. The transfer to independent behavior is the ultimate goal of instruction in new behavior. Transfer of behavior should extend at least from entering the bus or school grounds each morning to exiting the bus or school grounds each afternoon.

The efforts made by North Carolina State Department of Public Instruction, Division for Exceptional Children personnel, to respond to the needs of teachers who have been trained to teach new behaviors, has resulted in the development of a computer program which will place IEP values, target behaviors, and evaluative criteria onto an IEP State Forms format.

NEW BEHAVIORS RESEARCH STUDY

Through the assistance of a cooperative agreement with the United States Department of Education, State Education Agency/Federal Evaluation Studies Program, a formal research study regarding the effectiveness of teaching new behaviors was completed in January of 1988.

For the purposes of the study, subjects for both the experimental and control groups were selected from seventy-two (72) service delivery centers in North Carolina. The service delivery centers represented resource and self-contained classrooms, and elementary, junior high/middle, and secondary educational levels.

For each of the two cycles of data collection, five (5) EH students were selected from each of thirty-six (36) service delivery centers for the experimental group, and five (5) EH students were selected from each of thirty-six (36) service delivery centers for the control group. Thus, 360 identified EH students constituted the experimental group and 360 identified EH students constituted the control group in a stratified random sample.

Staff develop training in "Instruction in New Behaviors: was rendered to all service providers in the experimental centers, and service providers in the experimental centers entered into a contractual agreement to provide instruction in new behaviors to EH students. Training was not made available to service providers in the control centers.

Preliminary data which were collected for each of the 360 students in each group included:

- problem behavior
- Ifd scores for the problem behavior
- educational setting (resource or self-contained)
- educational level
- sex of the student
- race of the student

At the end of two (2) three-month intervals, which followed the implementation of instruction in the experimental centers, Ifd scores for the problem behaviors were collected for all students in the experimental and control groups. Data were analyzed for the purpose of investigating the effects of instruction in new behavior on the behavior of EH students.

DATA ANALYSIS

Behavioral improvement (an abstract concept) was measured with an ordinal scale (Ifd Scale). The emotionally handicapped students/subjects were selected at random within the control and experimental groups and the control and experimental centers were also randomly selected. Students/subjects were not paired for the study; rather, a random stratified sample was used.

The test statistic T was found by finding S, the sum of the ranks assigned to the observation from population 1. That is,

$$S = \sum_{i=1}^{n} R(x_i)$$

The test statistic was given by $T = S - \frac{n(n+1)}{2}$

Ties were handled in such a way as to make T lowest.

The hypotheses of interest were:

H_0 : $F(x) = G(x)$ for all
H_1 : $F(x) = G(x)$ for some

Because the intent of the study was to identify when behavioral growth within the experimental group was greater than that within the control group, the decision was made to use a one-tailed test.

The level of significance .001 was chosen to represent a probability of 1 in 1,000 -- a highly conservative level. The occurrence of a probability of .001 (or below) is termed "significant" in this report.

RESULTS OF THE STUDY

Questions Answered by the Study

Question 1: Over a three-month period, was there a difference in measurable behavioral change for EH students who received systematic behavioral instruction in addition to behavior management as compared to students who received only behavior management as the primary system of addressing behavior?

Answer: Yes. Using .001 as the level of significance, students who received both management and instruction showed greater behavioral growth than did students who received management alone.

Question 2: Within the group which received both management of and instruction in behavior, were there differences associated with student sex, race, educational setting, or educational level?

Answer: No. Using either .05 or .001 as the level of significance, there were no signficant differences in behavioral growth associated with the variables for the treatment group.

Question 3: Within the group which received behavior management as the primary system for addressing behavior, were there differences in behavioral growth associated with student sex, race, educational setting or educational level.

Answer: No. At the .001 level of significance, differences were not found. However, had a less conservative level of significance (.05) been used, differences for each of the variables would have been identified.

Question 4: How do the numbers of students reaching transfer (independent use of appropriate behavior) compare across the groups for each of the levels of behavioral intensity?

Note: The four levels of intensity used in this study were:

1. Behaviors which interfere with one's own learning.
2. Behaviors which interfere with others' learning.
3. Behaviors which destroy property.
4. Behaviors which cause injury or harm to self or others.

Answer: Across the four levels of intensity, the control group and experimental group sizes differed as little as 1% on behaviors which may cause injury or harm to self and others to 8% on behaviors which interfere with one's own learning.

For category 1 (above), the percentage of students reaching transfer was 8% for the control group and 43% for the experimental group. In category 2 (above), the percentage reaching transfer was 6% and 43% for the control and experimental group respectively. For categories 3 and 4 (above), no control students reached transfer, 25% of the experimental students reached transfer for category 3, and 19% reached transfer in category 4.

The total number of students reaching transfer in the control group was twenty-three of three hundred sixty and for the experimental group one hundred forty of three hundred sixty.

Question 5: For frequently identified behavior problems, were there differences in the behavioral growth of students in the two groups?

Answer: Yes. Four specific behavior problems were identified twenty or more times for both the experimental and control groups. Eleven percent (13 students) of students of the control group reached transfer for the four problem behaviors, and 35% (59 students) of students in the experimental group reached transfer.

The four problem behaviors most frequently identified in both groups were the following:

- Controlling Anger
- Staying on Task
- Appropriate behavior Associated with Frustration/ Anxiety/Stress
- Controlling Disruptive Behavior

Question 6: What barriers to behavioral instruction were identified by service providers?

Answer: Home situations, teacher absenteeism, student absenteeism and inconsistent medication were most often identified as barriers to behavioral instruction. Within the 290 barriers reported, the duplication of items was so great that only 10 separate items were identified. The areas mentioned above constituted 90% of the 290 reported instructional barriers.

SUMMARY STATEMENT

Over the short term during which behavior change was measured for emotionally handicapped students, systematic behavioral instruction in addition to behavior management produced greater behavioral growth than did behavior management as the primary system for addressing behavioral change. Further, only those problems generic to public school instruction were identified as problems to instruction in behavior.

Instruction in new behavior is not the "be all--end all" for the EH classroom. There will always be some youngsters for whom management of behavior will produce a transfer of learning and others who require a therapeutic approach for behavioral change. Management systems continue to be a necessary part of the EH program in order to teach reading or math or new behaviors. Also, there are some students for whom teaching new behaviors may not be effective. Students who lack the mental capacity to handle the concepts at the awareness, understanding, and/or application levels, students who are "psychologically absent" due to drugs or strong resistance to any instruction and students who are physically absent from school with such regularity as to interfere with all instruction may not benefit from instruction in new behavior.

Behavioral instruction has, however, proved to be a valuable component of the EH service delivery for much of the present EH population in North Carolina. Of the research design used to study behavioral instruction and the findings of the study, Decision Resources Corporation of Washington, D.C., has stated the following in a summary of SEA/FESP Projects:

"The findings are well substantiated and generalizable largely as a result of the study's relatively clean design. It looked at a well conceptualized system of emotional and behavioral development for B-EH students, and evaluated it with an equally throughtful and reasonably efficient test instrument, the IFD scale. The central conclusion of the study--that B-EH students receiving new behavior instruction show significantly greater behavioral development than those not participating in the program--is well established. Other states would benefit from examining North Carolina's new behaviors program its IFD scale, and, in particular, the efficient design of the 1986 evaluation study."

Commendations

- The staff at Enola Learning Center worked cooperatively with the visiting team.
- The instructional and administrative staff seem to be very dedicated to meeting the individual needs of students.
- Evaluations are performed thoroughly and in a timely manner.
- Enola School and Broughton Hospital provide a wide array of related services.
- Staff members are exploring innovative methods and conducting research.
- Although this is a separate school setting, there are excellent attempts to move toward a less restrictive environment tied to the behavioral plan (walking across campus, going on field trips, attending classes at the community college, sharing pets with geriatric patients, working on jobs in the community).
- The retention rate of the staff is exceptional.
- Staff qualifications are outstanding.
- Excellent policy and procedures for using time out.

Recommendations

- Admissions staff should not assume that all students referred are behaviorally-emotionally handicapped. A procedure should be established for determing quickly whether students are already classified. If it is determined that students are not classified, the normal referral process should be followed if Enola staff and local school staff believe a referral should be made. (The only waiver would be the pre-referral intervention procedures.) Assessments should be made in all suspected areas of disability.
- Students should not be counted on the headcount unless they have been identified according to State Board of Education procedures and an IEP has been developed and implemented.
- The results of educational evaluations should be summarized and provided in summary form to parents. These should include specific vision screening results and IQ scores.
- The SBC/APC should receive training in the use of B-EH eligibility criteria. Student records should reflect the use of these criteria in classifying students.
- Within 20 days after the evaluation has been completed, the parents should be invited to a conference to discuss evaluation results.

- It is recommended that the documentation of the APC meeting include signatures with positions noted, particularly for the administrator eligible to commit funds and the evaluator if the APC is combined with the SBC and evaluation results are discussed.

- The letter sent to school systems for notification of a student's enrollment should specify the name of the individual and school system and invite that system's participation in the development of the IEP. If schools elect not to attend the IEP meeting, their replies should be filed in the students' folders.

- A parent (or surrogate parent) signature should be obtained before evaluation and before initial classification/placement.

- The notice of parent's rights should be updated to reflect current procedures. A consistent way of providing this notice to parents and documenting its dissemination should be developed.

- Student records should be kept in a a more secure location. The door or file should be locked when not in use.

- We recommend the development of a policy notebook for Enola School. This should contain educational policy, copies of forms, and correspondence from the state agency.

- A packet developed for admissions staff would create a more efficient way to meet paperwork requirements. This packet should include the revised parent notice and documents for signing evaluation permission and special placement permission.

- Staff should receive training in issues related to surrogate parents.

- The building is not accessible. Although this has not deprived a student of services, it may deprive a student, parent, or staff member in the future.

- The APC decision should specify the classification and special education placement rather than grade level or curriculum.

- Program variations during the summer would promote student and teacher growth.

TEACHER: IMA DUNN

A. STUDENT: BILL FOLD

GRADE: 04 SCHOOL: BROWN MIDDLE

B. DATE: FROM 12/01/88

TO: 04/21/89

ANNUAL GOAL(S): GIVEN INSTRUCTION IN NEW BEHAVIORS, BILLY WILL DECREASE HIS IFD SCORE FOR INAPPROPRIATE EXPRESSIONS OF ANGER FROM 26 TO 14 OR BELOW.

C. PRESENT LEVEL(S) OF PERFORMANCE

*I=21 F=2 D=3 IFD=26

D. SHORT-TERM INSTRUCTIONAL OBJECTIVES	EVALUATIVE CRITERIA	DATE ATTAINED
OBJECTIVE #1 GIVEN INSTRUCTION AT THE AWARENESS LEVEL, BILLY WILL IDENTIFY HIS OWN INAPPROPRIATE EXPRESSIONS OF ANGER BY 01/28/89.	LIST 10 WITH 100% ACCURACY.	
OBJECTIVE #2 GIVEN INSTRUCTION AT THE UNDERSTANDING LEVEL, BILLY WILL IDENTIFY THE CAUSES OF HIS INAPPROPRIATE EXPRESSIONS OF ANGER BY 02/28/89.	SELECT 20 FROM A LIST OF 30 WITH 100% ACCURACY.	
OBJECTIVE #3 GIVEN INSTRUCTION AT THE APPLICATION LEVEL, BILLY WILL IDENTIFY, SELECT AND PRACTICE APPROPRIATE ALTERNATIVES TO INAPPROPRIATE EXPRESSIONS OF ANGER BY 04/21/89.	TEACHER OBSERVATION RECORDS AND STUDENT-KEPT RECORDS SHALL INDICATE AN IFD OF 14 OR BELOW FOR 30 CONSECUTIVE INSTRUCTIONAL (5 1/2 hrs) DAYS.	

*INTENSITY FREQUENCY AND DURATION (IFD) SCORE
I-10= DISRUPTS OWN LEARNING, I-12= DISRUPTS OTHERS' LEARNING, I-21=DESTROYS PROPERTY, I-30=HARMS SELF OR OTHERS
F-1=LESS THAN ONCE A WEEK, F-2=ONCE A WEEK, F-3=MORE THAN ONCE A WEEK, F-4=DAILY, F-5=MORE THAN ONCE A DAY
D-1=LESS THAN 1 MINUTE, D-2=1 TO 2 MINUTES, D-4=3 TO 4 MINUTES, D-5=MORE THAN 4 MINUTES